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ABSTRACT

Differences in selected characteristics of black and white freshman applicants to the University of North Carolina at Greensboro, a predominantly white university, were examined using data from the Student Descriptive Questionnaire developed by the College Entrance Examination Board. Background characteristics, special needs, extracurricular activities, and special ability areas of the following study groups were examined: 991 admitted and enrolled students, 864 accepted/no-show individuals, 380 rejected individuals, and 3,393 prospective applicants. Differences in the characteristics of 226 prospective black applicants who elected to attend traditionally black universities and of 343 prospective black applicants who elected to attend traditionally white universities were also identified. Study results and implications of the findings are discussed. (SW)

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AN EXAMINATION OF THE DIFFERENCES IN BACKGROUND, SPECIAL NEEDS, EXTRA-CURRICULAR ACTIVITIES, AND SPECIAL ABILITY AREAS OF BLACK AND WHITE FRESHMAN APPLICANTS TO A PREDOMINANTLY WHITE UNIVERSITY

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ABSTRACT

Increased interest in the recruitment of black students to predominantly white colleges and universities resulted in the examination of differences in background characteristics, special needs, extra-curricular activities, and special ability areas of black and white freshmen in the admitted and enrolled (N=991), accepted-no show (N=864), rejected (N=380), and prospective applicant (N=3393) groups at a predominantly white southern university enrolling approximately 10,000 students.

Utilizing data from the Student Descriptive Questionnaire developed by the College Entrance Examination Board, significantly different characteristics of black and white applicants were identified within and among applicant groups. Differences in the characteristics of prosepctive black applicants who elected to attend traditionally black (N=226) and traditionally white (N=343) institutions were also identified and discussed.

An Examination of the Differences in Background, Special Needs, Extra-Curricular Activities, and Special Ability Areas of Black and White Freshman Applicants to a Predominantly White University

Interest in such questions as the recruitment of black students on traditionally white campuses, their reactions to their campus experiences, and the decision-making process by which minority students elect to attend a traditionally white institution has intensified, particularly in those southern states involved in the development of state plans submitted to the Department of Health, Education, and Welfare's Office for Civil Rights which are designed to remove vestiges of racial segregation in institutions of postsecondary education.

In the Fall of 1978, 70% of the first-time black freshmen enrolled in the sixteen-campus University of North Carolina (UNC) system elected to attend one of the five traditionally black institutions. As one of the states involved in the Adams vs. Richardson case, the state of North Carolina has developed a State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Education Systems which calls for increasing the proportions of blacks at all class levels enrolled at one of the eleven traditionally white institutions within the sixteen-campus University of North Carolina (UNC) system from the present 25% to 33% in 1982. In proposing this plan, the University rejected a criterion posed by HEW which called for increasing the number of first-time black freshmen and transfer enrollments at traditionally white public institutions in 1981 by 150% over the Fall 1976 minority enrollment base.

The general area of recruitment of black students has attracted the interest of researchers for several years. For the period 1965 to 1976 some 428 research articles related to black students on white campuses were abstracted by Scott (1978). Brown and Speller (in press) provide similar information for white students on black campuses. Typical of the earlier studies of black students attending traditionally black or traditionally white institutions is the Project Talent orientation wich focuses upon the college-going choices of the very able black students (Blumenfeld, 1968). As predominantly white institutions of higher

education began to attract larger numbers of minority students, later studies began to focus upon the reactions of black students to their experiences (Willie and McCord, 1972; Boyd, 1974; Sedlacek, Merrit, and Brooks, 1975). More recent studies have also focused upon the impact of increased minority enrollments on institutional structures and processes (Peterson, Blackburn, Gamson, Arce, Davenport, and Mingle, 1978).

Large-scale data collection efforts associated with the American Council on Education's Cooperative Institutional Research Program have produced special analyses of data relating to the characteristics of black students in predominantly black and predominantly white colleges (Bayer and Boruch, 1969; Bayer, 1972). The continuing series of annual reports in the American Council on Education's American Freshman: National Norms series also produces a great deal of data which are presented separately for predominantly black and predominantly white colleges and universities (Astin, King, and Richardson, 1978).

In addition to the analyses of data from large-scale data bases, survey data have been analyzed from several institutional studies relating to the college-going decision-making process of minority and majority students (e.g., Pratt, Reichard, Smith, Uhl, 1977). Most directly related to the focus of this paper, however, are the studies of background characteristics of students selecting predominantly black or predominantly white institutions which have been conducted by the Educational Testing Service (Centra, 1970 and Hartnett, 1970). Centra's study sought to examine how the background characteristics, activities, goals and perceptions of black students enrolled at 83 predominantly white colleges differed from their white counterparts. A major aspect of Centra's study was the extent to which black and white students were involved in various extra-curricular activities. Hartnett's study examined differences in SAT scores, educational aspirations and plans to participate in college activities between black

students who elected to attend one of nine traditionally black or one of twenty-one traditionally white institutions.

PURPOSE

The purpose of this paper is to address three primary questions:

1. What significant differences, with regard to background, special needs, extra-curricular activities, and special ability areas exist between black and white freshman applicants at the University of North Carolina at Greensboro (UNC-G) in the prospective applicant, admitted-no show, enrolled applicant, and rejected applicant categories?

2A. For black freshman UNC-G applicants, what significant differences, with regard to background, special needs, extra-curricular activities, and special ability areas, exist in the different applicant groups? Are these differences also found for white students in the different applicant groups?

2B. In what ways are black applicants in the enrolled applicant group different from black applicants in the other three applicant groups?

3. What significant differences with regard to background, special needs, extra-curricular activities, and special ability areas exist between black applicants in the four UNC-G applicant groups who choose to enroll at one of ten traditionally white UNC institutions and those who choose to enroll at one of the five traditionally black UNC institutions?

METHOD

Instrument

The Student Descriptive Questionnaire (SDQ) is completed each year by high school students when they register for either the Scholastic Aptitude Tests (SAT) or the Achievement Tests developed by the College Board. At the time they register for the SAT or Achievement Tests, students may designate as many as three colleges or universities to whom their test scores and responses to the 63 items constituting the Student Descriptive Questionnaire may be sent without additional charge to the student.

The 63 items may be divided into four main areas: (1) background characteristics indicating (a) sex, (b) type of high school attended, (c) type of high school program pursued, (d) rank in high school class, (e) SAT Verbal and SAT Math score, (f) level of education aspired to, (g) plans to attend college on a full or part-time basis, (h) hours worked part-time, (i) plans for applying for financial aid, (j) preference for living in a coed versus single sex residence hall, (k) honors courses completed in high school, and (l) plans to seek advance placement before entering college; (2) anticipated need for special services or additional help with regard to educational or vocational counseling, improving mathematical ability, finding part-time work, counseling about personal problems, increasing reading abilities, developing good study habits, and/or improving writing abilities; (3) participation in high school and intent to participate in college activities such as interscholastic, intramural, or community athletics; ethnically or racially based activities or organizations; journalism, debating or dramatic activities; art, music, or dance; preprofessional or departmental clubs relating to a student's major; religious activities or organizations; social clubs or community organizations; and/or student government; and (4) self-assessments of abilities relative to peers in the following areas: acting ability, artistic ability, athletic ability, creative writing, getting along with others, leadership ability, mathematical ability, mechanical ability, musical ability, sales ability, organizing work, scientific ability, spoken expression, and written expression.

In order to permit further analyses and linking of SDQ data with other institutional data sets and sources, UNC-G opted to receive a cumulative summary tape with social security number identification from the College Board. In choosing this option, responses to certain confidential items were not made available to UNC-G, including parent's level of education, the number of dependents in the respondent's family, the number of dependents in the family simultaneously enrolled in college and an estimate of parental income.

Sample

The sample is all applicants for the Fall 1978 freshman class at the University of North Carolina at Greensboro. A computer tape obtained from the College Entrance Examination Board (CEEB) contains the latest, most complete record for 1977-78 high school seniors who designated UNC-G as an institution to receive an Admissions Testing Program (ATP) report regardless of when the student completed the SAT. Thus, the tape also includes information on students applying to UNC-G for Fall 1978 admission who registered for the SAT or Achievement tests and completed the SDQ as high school juniors in 1976-77 but did not take the tests again in their senior year.

The total number of records on the Fall 1978 cumulative prospective applicant tape received by UNC-G from CEEB was 6487. Of the 6487 student records, Student Descriptive Questionnaire data were provided for 5932 individuals or approximately 87% of those for whom SAT test score data were available. When the CEEB tape was matched against the UNC-G Fall 1978 freshman admissions file by social security number, matches were found for 1025 admitted and enrolled students, 983 students who were admitted but did not matriculate at UNC-G in the Fall 1978 semester, and 395 students who were rejected. The remaining 3529 individual student records on the tape constitute the prospective applicant category. These prospective applicants demonstrated interest in UNC-G by designating UNC-G as an institution to whom SAT scores and SDQ responses should be sent, but they did not complete the formal application procedures so that an admissions decision could be made. It should be noted that in contrast to the manner in which the College Board makes its applicant data available to institutions through its Summary Report Service, the UNC-G applicant categories noted above are mutually exclusive. In other words, if an applicant enrolls, that individual is not considered to be in any other applicant group.

The CEEB tape may, in a limited number of instances, contain more than one record for the same individual. This occurs if an individual completes the SAT

and accompanying SDQ more than once but lists his or her name in a slightly different manner. Thus, two records would be on the tape if a person registered initially for the SDQ as John J. Jones and registered a second time for the SDQ as J. J. Jones if UNC-G was designated as an institution to whom SAT scores and SDQ responses should be sent in both instances. This situation appears very rarely and affects less than one-half of one percent of the cases on the tape.

The availability of usable SDQ responses varied by UNC-G applicant category. Such data were available for approximately 82% of UNC-G applicants as indicated below:

UNC-G Applicant Category	N	Total Usable SDQ Responses	Percentage of Individuals With Usable SDQ Responses	Black and White SDQ Responses Only
		N	%	N
Admitted and Enrolled	1398	1025	73.3%	991
Accepted-No Show	1191	983	82.5%	864
Rejected	621	395	63.6%	380
Prospective Applicants	3998	3529	88.3%	3393
Total	7208	5932	82.3%	5628

Student Descriptive Questionnaire data were not available for all 1398 first-time freshmen because the UNC-G admissions file was matched against the CEEB tape by social security number rather than name. Students who did not report social security numbers at the time they took the SAT and and those few individuals who were accepted on the basis of ACT rather than SAT scores were not reflected on the CEEB tape. It should be noted that the number of respondents reported in the UNC-G applicant categories is reduced slightly from the above frequencies because only the responses of white and black students have been included in the analyses.

Part of the data to investigate the third research question was supplied by the University of North Carolina General Administration. They matched the UNC-G prospective applicant tape obtained from CEEB with their accepted applicant file in order to indicate the institutions where Fall 1978 freshman applicants throughout the sixteen-campus system actually enrolled.

Statistical Procedures

The chi square technique for determining statistical significance was utilized in analyzing data for responses to SDQ items with nominal data categories. Three-dimensional cross tabulations were used in analyzing significant differences between black and white student responses to individual items within each of the four applicant groups. Significant chi square variations by race were determined by separate analyses for the responses of white students and separate analyses of the responses of black students among the four applicant categories. These analyses did not pinpoint the exact location of any significant variation which may have emerged among applicant categories. Separate chi square analyses were made which compared the responses of blacks and whites in the admitted and enrolled category to blacks and whites in the accepted-no show, rejected, and prospective applicant groups.

One-way and two-way analyses of variance were employed for determining statistical differences in means in analyzing data obtained from SDQ items in which the response could be assumed to possess characteristics between a pure ordinal or pure interval scale. When a significant F was obtained for a factor having more than two levels, the t test for independent groups was used to determine the specific levels which differed significantly.

For all tests of significance, the .05 level was used to determine whether a test was significant, although probability values of .01 and .001 were also reported.

RESULTS AND DISCUSSION

Research Question 1

Tables 1 and 2 provide results which help answer the first research question: what significant differences exist between black and white freshman applicants? Table 1 reports the results for those variables which were analyzed using percentages whereas Table 2 reports the results for those variables for which means were calculated.

Chi square was used to test differences in frequencies while analysis of variance was employed to test differences in means.

Table 1 indicates significant differences with regard to the characteristics of black and white applicants within the admitted and enrolled, accepted-no show, rejected, and prospective UNC-G applicant groups. Significant differences noted are within individual applicant groups rather than among applicant groups and are indicated by asterisks within each applicant category.

A significant F value in the race column of Table 2 indicates that the mean of all the black applicant groups and the mean of all the white applicant groups were significantly different. An examination of the columns which display the black and white means regardless of category indicates which group's mean is larger. If there are major discrepancies in the conclusion between the two overall black and white means and the black and white means within each applicant category a significant value of F for the interaction of race and category will result.

For example, for mechanical ability, the significant F value ($F=53.6$, $p < .001$) for race signifies a statistically significant difference in the total black group's mean (4.06) and the total white group's mean (3.78). There is also a significant F value for the interaction of race and applicant category ($F=2.67$, $p < .05$) which means that this difference may not necessarily pertain to all applicant categories. Upon comparing the means of blacks and whites for each applicant category, it is found that the black applicants' mean is significantly higher for all applicant groups, except for the rejected applicant category, where the means for the two races are not statistically different. Note that only a few variables have significant interactions.

With regard to background characteristics, the percentages of white applicants scoring 400 or above on the SAT Verbal and SAT Math tests were significantly higher than the percentages of black students scoring 400 or above on these tests in each applicant group. For example, 78.6% of white applicants and only 45.6% of black

applicants in the admitted and enrolled category had SAT Verbal scores of 400 or above. Generally, total SAT scores of 800 are required for admission at UNC-G with a Verbal or Math score no lower than 350. The approximately 22% of the white admitted and enrolled applicants and 55% of the black admitted and enrolled applicants who scored below 400 either had compensating Math scores above 400 or were admitted through a special program for the disadvantaged. Table 2 also indicates that the white applicants had higher mean SAT-Verbal and SAT-Math scores than black applicants. This held true within each applicant group. Approximately 5.8% of the blacks and 13.5% of the whites in the rejected applicant category had SAT Verbal scores above 400.

The percentage of blacks who indicated they would apply for financial aid far exceeded the comparable percentage of whites within each applicant group and serves to emphasize the need for substantial increases in financial aid funds as an integral part of minority student recruitment programs. Differences between black and white applicants with regard to the percentage of individuals who ranked in the top fifth of their high school class were found in the admitted and enrolled and prospective applicant groups with white applicants ranking higher. While SAT scores for the black applicants were lower, a higher percentage generally indicated they planned to eventually complete master's or doctoral degrees.

A problem for UNC-G, which prior to 1963 was known as the Women's College of North Carolina, is indicated by the fact that only 10.7% of admitted and enrolled black applicants were male, as contrasted with 23.5% of the white admitted and enrolled applicants. It appears that the institution's former image as a women's college still has some effect on student recruitment, especially with regard to blacks. While significantly lower percentages of black than white applicants in the prospective applicant group had completed advanced accelerated or honors high school courses in English, mathematics, biological sciences, and physical sciences, there were no differences between races in the other three applicant groups.

Table 2 indicates that, regardless of applicant group, white applicants worked significantly more hours than black applicants. The percent of applicants not working varied from forty to sixty-six percent among applicant groups.

Student Descriptive Questionnaire respondents were asked to indicate areas in which they may want to receive help outside of their regular course work. Table 1 also indicates areas in which the needs for special assistance were greater for blacks or for whites in the various applicant groups. The areas of special assistance are ordered from high to low in terms of the total percentage of admitted and enrolled applicants who might utilize such services. The area of highest need in terms of the percentage of individuals citing the need for special assistance was educational counseling (34.3%) while the area of lowest need was personal counseling (3.0%). Although a smaller percentage of blacks than whites in all applicant categories reported actually working on a part-time basis while in high school, the relatively greater need for special assistance by blacks in locating part-time work while in college was noted consistently in all applicant groups. In general, when statistically significant differences were noted within applicant groups by race, the needs for special assistance were greater for blacks. The only exception was for the prospective applicant group where the percent of blacks potentially seeking vocational counseling was significantly lower than the percent of whites.

Students were asked to indicate participation in a wide range of extra-curricular activities while in high school as well as their plans to participate in similar activities while in college. Table 1 indicates that anticipated participation rates for each activity were slightly lower at the college level than the high school participation rates.

At the high school level, admitted and enrolled blacks participated most frequently in social clubs (53.4%), athletics (51.7%), art, music, or dance activities (46.3%) and

student government activities (44.3%) while at least half of admitted and enrolled white applicants participated most frequently in art, music, and dance activities (59.3%), social clubs and community organizations (55.8%), athletics (53.0%), and religious activities or organizations (52.9%). At the college level, admitted and enrolled blacks anticipated participating in athletics (50.3%), student government (42.3%), and art, music, and dance activities (39.6%) while whites expressed particularly strong preferences for participating in social clubs and community organizations (52.9%) and dance activities (48.8%) and religious activities or organizations (41.1%).

As one would expect, actual high school and anticipated college level participation in ethnic or racial activities or organizations was significantly higher for blacks than whites in all four applicant groups. Also, from Table 2, participation in community and church activities, as well as participation in high school clubs and organizations was significantly greater for blacks than whites, although for the latter there was no difference between races in the prospective applicant category. Despite the greater participation in high school activities by blacks, the white applicants were likely to have received more high school honors and awards. However, when the respondents anticipated activities at the college level, there were no differences between races except for the prospective applicant group in which whites plan greater participation than blacks.

Black applicants in the admitted and enrolled and accepted-no show categories were much more likely than white applicants to have participated in student government activities in high school and were much more likely than whites to plan to participate in student government activities in college. On the other hand, black applicants in the admitted and enrolled category were less likely than white applicants in the same category to have participated in art, music, or dance activities in high school. This finding also held true with regard to anticipated involvement in art, music, or dance activities at the college level.

Table 2 indicates that white applicants had higher perceptions of their own ability in relation to persons their own age than black applicants for the following areas: artistic ability, creative writing, mathematical ability, mechanical ability, scientific ability, music ability, organizing work, sales ability, spoken expression, and written expression. Black applicants had higher perceptions than white applicants of their ability to get along with others; blacks in the prospective applicant and rejected groups had higher perceptions of their acting ability than white applicants in these two groups. For the accepted-no show and the enrolled groups, white applicants perceived themselves as better actors. These results are consistent with the findings that blacks in general have a lower self-concept than whites. The only ability area where there was no difference in perceptions between the two races was in their athletic ability.

Research Question 2

Tables 1 and 2 also present the results for answering questions (2A) what significant differences exist among blacks in the four applicant groups and are these differences also found among whites of the four groups? and (2B) in what ways are black applicants in the enrolled applicant group different from black applicants in the other three applicant groups?

The chi square values among applicant categories are noted separately for blacks and whites as the two columns in Table 1 and are particularly helpful in addressing research question 2A. For variables in which means were calculated as noted in Table 2, a significant F for applicant group indicates that there is a significant difference among the four applicant groups. Whenever a significant difference was found among the means of the four different applicant groups, statistical tests were calculated to determine which groups differed. The results are presented in the column labeled multiple comparisons. If the results of these comparisons differ for the two races, it is indicated by a significant F value for the interaction of applicant group and race.

With regard to background characteristics, as one would expect, for both black and white applicants, significant differences were found among applicant groups on variables which were related to the admission process. This was true for the SAT Verbal and Mathematics scores, the percentage of students ranked in the top fifth of their high school, the percentage of students who pursued an academic or college preparatory program while in high school as opposed to a general or career-oriented program of a vocational nature, and the percentage of students who completed advanced, accelerated or honors high school courses in English, biological sciences, and social sciences.

While the percentages of black males in the various applicant groups were significantly different, ranging from a low of 10.7% for admitted and enrolled students to a high of 24.9% of the prospective applicants, the comparable percentages for white applicants were quite similar in the four applicant groups, ranging from 21.1 to 24.2. No significant differences emerged among applicant groups for black applicants with regard to the intention to seek advanced placement, credit by examination, or exemption from required courses in various areas.

Table 2 indicates a significant difference among applicant categories for highest level of education planned. For both black and white applicants, the accepted-no show and the enrolled applicant groups had higher educational aspirations (18% of the black applicants and 15% of the white applicants who enrolled aspired to obtain a Ph.D.).

Very few differences with regard to the need for special assistance emerged for black students among applicant groups. An exception occurred with regard to the special need for educational counseling which was noted by only 25.0% of rejected black applicants as compared to 42.3% of admitted and enrolled black students. More in line with expectations was the finding that a higher percentage of rejected white applicants in comparison with white applicants in other applicant groups recognized the need for special assistance with regard to the improvement of study, mathematics, and reading skills.

At the high school level, significant variation existed among blacks in the various applicant groups with regard to participation in religious activities, journalism, debating and dramatic activities, student government activities, as well as participation in ethnic or racial activities and organizations. Significant variation with regard to participation in high school activities among applicant groups also existed for white applicants with regard to religious activities or organizations, and participation in art, music, and dance activities. In general, blacks and whites in the accepted-no show and admitted and enrolled categories participated or intended to participate in high school or college activities more often than their counterparts in the rejected and prospective applicant categories. Of particular significance to UNC-G, which does not award scholarships for intercollegiate athletics or have fraternities and sororities is the fact that 60.1% of the white accepted-no show applicants intended to participate in social clubs or community organizations while only 52.9% of the admitted and enrolled white students expressed a similar intent. This difference fuels long-standing speculation that students are matriculating elsewhere because social activities and outlets may be more readily accessible on other campuses.

Data in Table 1 indicate the significant differences in background characteristics between black and white applicants in the admitted and enrolled category and those in the accepted-no show, rejected, and prospective applicant categories. These differences are noted by the numbers 1, 2, and 3 in superscript which help to answer research question 2B. They indicate that the percentage distributions differ from the comparable percentages for blacks or whites in the admitted and enrolled applicant category at the .05, .01, and .001 levels of significance, respectively.

It is observed that, in comparison to both black and white admitted and enrolled applicants, significantly lower percentages of blacks and whites in the rejected and prospective applicant groups had completed high school programs of an academic or college preparatory rather than vocational nature. It is not surprising

to see this group score higher on the SAT Verbal and SAT Math tests, and a greater percent ranked within the top one-fifth of their high school class than the rejected or prospective applicant groups. Thus, the 31.0% of black prospective applicants who ranked in the top fifth of their high school class was significantly lower than the 45.5% of black admitted and enrolled students who were in the top fifth of their high school class. Similarly, 50.5% of white prospective applicants as compared to 58.8% of white admitted and enrolled students were in the top one-fifth of their high school class and this difference was significant at the .001 level of significance. As one would expect for both black and white applicants, significantly fewer rejected applicants in comparison to admitted and enrolled applicants completed honors, advanced or accelerated courses in English, mathematics, biological sciences, and physical sciences.

Of particular interest to student financial aid administrators is the fact that the percentage of white students admitted and enrolled (63.5%) who planned to apply for financial aid was significantly higher than for white applicants in either the accepted-no show category (55.8%) or for white students who were rejected for admission (43.1%). These findings reinforce the need for competitive student financial aid awards and suggest that UNC-G may hold a slight comparative advantage over other institutions in the awarding and packaging of student financial aid assistance.

A potential negative factor which could be altered through an administrative decision relates to the significantly higher preference which both black and white students in the accepted-no show applicant category had for coeducational dormitories. This preference was cited by 46.7% of blacks and 37.6% of whites in the accepted-no show category as compared to 31.1% of the blacks and 32.2% of the whites, respecitvely, in the admitted and enrolled category.

With the exception of the relatively greater need of rejected white applicants for special assistance in improving study, mathematics, and reading skills, and admitted and enrolled black applicants' need for educational counseling, significant

differences with regard to the need for special services were not generally apparent when the responses of black and white students in the admitted and enrolled category were compared individually to the responses of black and white applicants in the other three admissions categories.

Table 1 indicates that black admitted and enrolled applicants were significantly more likely (54.4%) to have taken part in social clubs or community organizations while in high school than were prospective black students (43.3%). Similarly, admitted and enrolled black students were significantly more active in student government (44.3%), religious organizations (43.0%), journalism, debating, and dramatic activities (36.2%), and ethnic or racial activities and organizations (27.5%) than were black prospective applicants where the comparable percentages were 31.3%, 31.0%, 26.6%, and 16.8%, respectively.

With regard to anticipated collegiate activities, the only significant differences which emerged between white admitted and enrolled students and white accepted-no show applicants were with regard to anticipated participation in social clubs and intercollegiate or intramural athletics. In this regard, significantly higher percentages of students in the accepted-no show category expressed a desire to participate in such activities.

Table 2 indicates that the number of high school awards and honors, the degree of participation in high school clubs and organizations, the degree of participation in athletics and the degree of participation in community or church groups vary among applicant groups. For both participating in high school clubs and organizations and receiving high school awards and honors, blacks in the accepted-no show and the enrolled categories participated significantly more than those in the prospective applicant group, which in turn participated more than the rejected group. This finding was also true for white applicants with regard to receiving high school awards and honors; however, for white applicants there were no differences among applicant categories for participating in high school clubs and organizations.

With regard to degree of community participation among black applicants, the blacks in the enrolled and rejected applicant groups indicated significantly more participation than those in the prospective or accepted-no show applicant groups. The white applicants were slightly different in that those who enrolled indicated greater participation than any of the other three applicant groups, including the rejected group.

Participation in athletics was greatest among those blacks in the rejected and accepted-no show applicant groups and least in the enrolled group. For whites, participation in athletics was also greatest in the rejected group, but the accepted-no show as well as the enrolled groups indicated the smallest degree of participation.

The perceptions of black applicants regarding their abilities do not vary among the different applicant groups for several areas, namely: getting along with others, leadership, mechanical ability, sales ability, athletic ability, spoken expression, and artistic ability. Very similar results are obtained among the white applicant groups, except for artistic ability where the accepted-no show and enrolled groups perceive themselves as having less ability. There are also several areas in which the black applicant groups differ significantly in their perception of their ability. The rejected and prospective applicant groups have higher perceptions of their abilities in the areas of creative writing and mathematics while the prospective applicant group have higher perception of their abilities in music and science. Of some interest is the finding that black applicants in the accepted-no show group perceive themselves as having significantly less organizing ability than any of the other applicant groups. This was also true of the white applicants. One hypothesis is that if this group is indeed less organized, they may not develop their college evaluation criteria as readily as the other groups. With vague criteria they may apply to more colleges and may be more likely to use the material they receive to assist them in developing selection criteria.

Research Question 3

Tables 3 and 4 address the third research question, what significant differences exist between black applicants (regardless of UNC-G applicant groups) who choose to enroll at one of ten traditionally white UNC institutions and those who choose to enroll at one of the five traditionally black UNC institutions. There are eleven predominantly white institutions within the UNC system. Although a predominantly white institution, data for the North Carolina School for the Arts were not included within the group of traditionally white institutions because of the unique nature of its special purpose programs.

With regard to background characteristics, blacks electing to attend one of ten traditionally white institutions (TWIs) as opposed to one of the five traditionally black institutions (TBIs) had significantly higher percentages of individuals who had (1) pursued an academic high school program; (2) scored 400 or above on the SAT Verbal and SAT Mathematics tests; (3) ranked among the top fifth of their high school class; (4) taken honors, accelerated or advanced high school courses in English, mathematics, biological sciences, and physical sciences; (5) intended to seek advancement credit in foreign languages and mathematics; and (6) prefered to live in a coed dorm (Table 3).

Those black applicants who enroll in a predominantly white institution also aspire to a higher educational level than those who enroll in a predominantly black institution (64% vs. 56% aspire for a degree beyond the bachelor's). These percentage differences are significant and are significantly higher than the aspiration level of white applicants (41% of whom aspire for a degree beyond the bachelor's).

Despite their stronger academic preparation, blacks attending TWIs felt a significantly greater need for special assistance than black students attending TBIs with regard to educational counseling and the improvement of math and reading skills. This finding suggests that blacks attending TWIs are risk takers who feel some apprehension about the academic competition which they anticipate facing.

Blacks attending TWIs in contrast to blacks attending TBIs participated to a significantly greater degree in religious activities and organizations and student government while in high school. At the college level, students electing to attend TWIs also expected to participate in student government and religious activities or organizations to a significantly greater degree than their counterparts in traditionally black institutions.

Blacks who chose to attend traditionally white institutions rather than black institutions had higher perceptions of their abilities in the following areas: mathematics ability, scientific ability, leadership ability, sales ability, organizing ability, athletic ability, and ability to get along with others. There were no differences in their perceptions of their acting ability, artistic ability, creative writing ability, mechanical ability, musical ability, speaking ability, and writing ability.(Table 4).

IMPLICATIONS

Implications resulting from the substantive findings of the study are presented followed by implications for researchers regarding the procedures employed, and suggestions for further research.

There are several implications from the results of this study.

1) In comparison to whites, blacks in all applicant categories were found to be significantly less prepared for college study in terms of such traditional academic criteria as SAT Verbal and Math scores, high school rank, and high school honors courses taken. This is reinforced by the admitted and enrolled black applicants' significantly higher perceived need for educational counseling and for assistance in improving study habits and math skills.

2) Blacks in all applicant categories were less likely than whites to have part-time work experience while in high school and have greater need for financial aid. Since blacks have more difficulty in finding jobs and yet have a greater need for financial aid and also are more likely to pursue academic majors in professional

and career related fields, well-conceived career exploration, work-study and/or cooperative education programs could provide valuable support services and recruitment devices for black students. In comparison to other applicant groups, the significantly higher percentage of admitted and enrolled students planning to apply for financial aid suggests the need to anticipate higher than average expenditures in this area.

3) Without regard to race, applicants in the admitted and enrolled and accepted-no show categories were more involved than rejected and prospective applicants in extra-curricular activities while in high school and intended to participate in college-level extra-curricular activities to a greater extent. This suggests that any differences which appear between the admitted and enrolled applicant and accepted-no show categories may be particularly crucial in the recruitment of black and white students. In this regard, whites in the accepted-no show category expressed significantly greater interest in participating in social clubs and community organizations and athletics than did students who actually enrolled at UNC-G. Similarly, blacks who were accepted but did not enroll ranked participation in athletic activities higher among their anticipated collegiate activities than blacks who were accepted and enrolled. These findings suggest that enhanced social programming, possibly including fraternities and sororities, and enhanced opportunities for intercollegiate and intramural athletic participation may have significant impacts upon student recruitment.

4) Significantly higher percentages of blacks and whites in the accepted-no show category as compared to admitted and enrolled applicants preferred coeducational dormitory housing as opposed to single-sex dormitory housing. Whether this suggests that providing more coeducational student housing may influence higher percentages of majority and minority students to enroll at UNC-G may need to be investigated further.

5) As a group the black applicants had lower perception of their abilities than white applicants. This may be a result of a poorer self-concept held by black applicants. The increased presence of black faculty to provide role models to enhance this self-concept as well as educating non-black faculty how to assist with this problem may be necessary if the self-concept of black students is to be improved.

6) Black applicants who enroll at traditionally white institutions are more likely to be better prepared academically, aspire to a higher educational level, feel a greater need for educational counseling and improvement of math and reading skills, expect to participate more in student government and religious activities or organizations, and have a higher perception of their abilities than those blacks attending predominantly black institutions. If increased numbers of blacks with the above characteristics are recruited to traditionally white institutions, the possible effects upon the environment of traditionally black institutions must be given serious consideration.

In addition to the substantive focus of the study, this study is important or of interest for other reasons.

1) It identifies a source of data which is available to any institution receiving as few as 100 SAT scores from applicants for any given academic year. Thus, most institutions have the opportunity of conducting such a study.

2) The percentage of usable responses obtained from the analyses of SDQ data (82%) far exceeds the percentage of responses generally obtainable from survey research methods where response rates may commonly fall below thirty percent even when additional follow-up efforts are instituted.

3) In comparison to the increasing costs of survey research efforts, the cost of $50.00 for the SDQ survey data is quite nominal.

4) While specific reliability estimates were not calculated as part of this study, the number of statistically significant differences obtained using individual items provides some support for the internal consistency of the items.

5) The use of four mutually exclusive applicant categories rather than overlapping applicant categories employed by CEEB makes the comparisons among groups easier and more meaningful.

6) While the use of percents is helpful in reporting descriptive data and can be readily interpreted, the employment of means is very useful to researchers, especially when significance tests must be calculated to compare several groups. In this regard, means were calculated for items of the SDQ which could be assessed to have the characteristics of more than an ordinal scale but less than a true interval scale. These variables are included in Tables 2 and 4.

Some suggestions for further research have arisen from using the SDQ.

1) In terms of instrument development, the addition to the SDQ of items relating to college choice factors would be most helpful since knowledge of important college choice factors utilized by individuals in the various applicant categories on a pre-admissions basis rather than after the applicant has enrolled in a particular college, may remove many of the biases from such studies.

2) Again, in terms of instrument development, the use of more Likert-type items would be helpful to the researcher by permitting the researcher to employ such procedures as factor analysis to better understand the underlying dimensions of the instrument, as well as to explore possible implicit differences among applicant groups through the Q technique of factor analysis.

3) State systems of public colleges, state independent college associations, college consortia, or other institutions with similar special interests may wish to request SDQ tapes for their groups of institutions. This would provide more complete student flow data and would encourage the development of interinstitutional research activity involving persons based at single campus and multi-campus institutional settings.

4) Analyses of SDQ data using discriminant function analysis could result in predictive equations to determine whether students are more likely to attend a

specific college or colleges of a specific type (e.g., traditionally black institutions).

5) Nelsen and Uhl's study (1976) of freshmen at a traditionally black institution indicates the importance of considering data regarding the degree of desegregation of the high school attended. The degree of desegregation was found to be directly related to such variables as degree of participation in extracurricular activities and, in general, the self-concept of the individual. Thus, the degree of desegregation of the high school could have a definite effect on college choice, especially for black students.

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Table 1. Percentage Distributions of Black and White Fall 1978 Freshman Applicant Responses to Student Descriptive Questionnaire by Applicant Categories With Appropriate Chi Square Tests Between and Among Black and White Applicant Categories

	UNC-G Applicant Categories								X^2 Values Among Applicant Categories	
	Admitted and Enrolled		Accepted-No Show		Rejected		Prospective Applicant			
Background Characteristics	B (N=149)	W (N=842)	B (N=104)	W (N=850)	B (N=120)	W (N=260)	B (N=594)	W (N=2799)	Blacks (N=967)	Whites (N=4751)
Male	10.7 ***	23.5	16.3	21.1	22.5	23.1	24.9	24.2	**16.0	NS
Attended private HS	1.4 *	5.6	3.8	8.2	3.3	8.1	4.4 *	7.4	NS	NS
Pursued academic HS prog.	81.5 *	88.4	83.2	89.6	70.3[1]	74.0[3]	64.4[3] ***	81.5[3]	***26.4	***62.3
In top 5th HS class	45.5 *	58.8	52.1	61.4	19.5[3]	25.5[3]	31.0[2] ***	50.5[3]	***35.1	***116.5
SAT Verbal 400 or higher	45.6 ***	78.6	43.3 ***	80.0	5.8[3] *	13.5[3]	19.2[3] ***	59.1[3]	***489.1	***88.1
SAT Math 400 or higher	50.3 ***	88.2	49.0 ***	89.5	6.7[3] ***	31.2[3]	26.6[3] ***	69.1[3]	*** 81.4	***479.2
Planning advanced degree	60.3 ***	42.2	68.2 ***	47.8[1]	62.4 ***	31.3[2]	58.3 ***	39.1	NS	**25.0
Attending full-time	98.7	98.2	94.2 *	98.5	96.6	96.9	95.6	96.8[1]	NS	10.1
Working part-time	42.9 ***	59.3	34.0 ***	57.3	51.7	56.6	43.5 ***	56.7	NS	NS
Applying for financ. aid	95.9 ***	63.5	92.1 ***	55.8[2]	88.1[1] ***	43.1[3]	94.5 ***	59.9	* 8.5	***38.0
Prefer coed dorm	31.1	32.2	46.7[1]	37.6[1]	36.0	33.5	39.2	34.5	NS	NS
Honors Courses Completed										
English	20.1	21.0	18.3	22.6	9.2[1]	6.9[3]	12.6[1] ***	20.0	* 9.5	***32.0
Mathematics	11.4	13.9	9.6	14.0	4.2[1]	3.8[3]	7.7 ***	12.9	NS	***20.7
Biological Sciences	8.1	10.5	9.6	11.8	1.7[1]	5.0[2]	4.7[1] **	8.5	9.5	**15.1
Physical Sciences	6.7	6.5	6.7	8.5	0.0[2]	2.7[1]	3.4 *	6.1	*10.9	**12.6
Social Studies	5.4	7.4	7.7	7.1	0.8	0.8[3]	5.6	7.1	NS	**15.9

Table 1 (Continued)

	Admitted and Enrolled			Accepted-No Show			Rejected			Prospective Applicant			X^2 Values Among Applicant Categories	
	B		W	B		W	B		W	B		W	Blacks	Whites
Seek Advanced Placement														
English	29.5		31.2	26.0		29.3	24.2		18.8[3]	27.9		26.4[2]	NS	***18.8
Mathematics	18.1		16.7	23.1		20.6[1]	15.8	***	6.5[3]	19.4		17.4	NS	***27.7
Foreign Languages	19.5		15.7	13.5		16.2	12.5		9.6[1]	12.6[1]		14.2	NS	* 8.1
Social Studies	12.8		9.3	17.3		11.4	17.5	*	9.6	13.0		11.4	NS	NS
Art, Music	12.1		8.9	6.7		10.2	10.0		9.6	12.0	*	8.6	NS	NS
Special Needs														
Educational Counseling	42.3	*	32.9	38.5		34.4	25.0[2]		27.7	33.2[1]		35.0	*10.0	NS
Finding part-time work	53.7	***	30.5	52.9	***	33.6	48.3	***	27.7	54.2	***	33.9	NS	NS
Vocational Counseling	27.5		30.8	23.1		28.1	19.2		28.1	25.4	*	29.7	NS	NS
Study Habit Skills	31.5	**	19.7	27.9	*	18.5	35.0		29.6[3]	30.0	***	21.9	NS	***16.7
Math Skills	40.3	***	17.7	31.7	***	17.2	35.0		28.8[3]	33.3	***	18.5	NS	***19.5
Writing Skills	18.1		13.1	21.2	**	11.1	15.0		13.1	19.7	***	11.7	NS	NS
Reading Skills	14.8		9.9	16.3		9.8	14.2		16.9[2]	14.8	*	11.3	NS	**11.9
Personal Counseling	3.4		3.0	2.9		3.3	4.2		3.5	7.9	***	3.3	* 7.9	NS
High School Activities														
Art, Music, Dance	46.3	**	59.3	39.4	***	57.8	43.3		53.1	37.7	***	52.4[3]	NS	***16.5
Social & Community	53.4		55.8	48.1	*	60.7[1]	43.3	*	56.5	43.3[1]	***	54.8	NS	* 9.4
Athletics	51.7		53.0	60.6		53.3	52.5		56.9	52.7		56.0	NS	NS
Religious Activities	43.0	*	52.9	33.7	***	51.4	30.8[1]		38.1[3]	31.0[2]	***	48.1[1]	* 8.0	***20.4
Journalism, Debate, Drama	36.2		40.0	39.4		41.6	21.7[1]		31.5[1]	26.6[1]	***	35.9[1]	**14.1	**15.4

Table 1 (Continued)

	Admitted and Enrolled			Accepted-No Show			Rejected			Prospective Applicant			X^2 Values Among Applicant Categories	
	B		W	B		W	B		W	B		W	Blacks	Whites
High School Activities (cont'd)														
Student Government	44.3	***	28.4	49.0	***	30.6	30.8[1]		23.8	31.3[2]		28.4	***19.1	NS
Preprofessional Clubs	32.2		27.9	25.0		25.8	33.3	*	21.9	24.7		24.7	NS	NS
Ethnic, racial activities	27.5	***	4.3	15.4[1]	***	3.2	20.8	***	3.5	16.8[2]	***	3.8	*10.0	NS
Anticipated College Activities														
Art, Music, Dance	39.6	*	48.8	49.0		47.5	40.0		46.2	37.7	*	43.0[2]	NS	**11.7
Social & Community	50.3		52.9	49.0	*	60.1[2]	46.7		54.6	46.3	***	54.6	NS	*10.7
Athletics	34.2		36.6	44.2		41.2[1]	41.7		42.7	40.9		41.7[2]	NS	NS
Religious Activities	32.2		41.1	37.5		40.8	25.0		26.9[3]	24.1	***	36.4[1]	*10.7	***22.4
Journalism, Debate, Drama	34.2		34.7	28.8		34.6	33.3		26.5[1]	23.1[2]	***	30.2[1]	*11.3	**13.0
Student Government	42.3	***	24.8	41.3	**	28.1	32.5		22.7	32.7[1]	***	24.3	NS	NS
Preprofessional Clubs	28.2		24.9	25.0		22.9	21.7		21.9	23.2		20.9[1]	NS	NS
Ethnic, racial activities	26.2	***	4.3	26.9	***	2.9	26.7	***	4.2	21.7	***	3.4	NS	NS

* $p < .05$
** $p < .01$
*** $p < .001$

NOTE: Superscript numbers [1, 2, 3] indicate that the percentage distributions differ from the comparable percentages for blacks or whites in the admitted and enrolled applicant category at the .05, .01, and .001 levels of significance, respectively.

Table 2. Mean Responses of Black and White Fall 1978 Freshman Applicants to Student Descriptive Questionnaire by Applicant Categories With Results of One-Way and Two-Way Analyses of Variance [1]

Item	Subgroup Means: Black				Subgroup Means: White				Black and White Means Regardless of Appl. Categ.		Values of F			Result of Multiple Comparisons When Category F is Significant (B & W Combined)
	Prospective N=594	Rejected N=120	Accepted, No Show N=104	Adm. and Enrolled N=149	Prospective N=2799	Rejected N=260	Accepted, No Show N=850	Adm. and Enrolled N=842	Black	White	Race	Applicant Category	Interaction	
Background Characteristics														
Hours worked	2.49	2.92	2.24	2.51	2.98	3.00	2.97	3.02	2.53	2.98	37.5***	1.00	1.27	
Highest level of education	3.62	3.58	3.87	3.67	3.38	3.29	3.48	3.53	3.65	3.44	39.5***	13.9***	0.54	ANS=Enr.>PA > Rej.
SAT-V	328.0	306.5	382.8	382.7	426.6	349.4	463.5	461.4	340.0	435.2	806***	17.5***	10.9***	ANS=Enr.> PA> Rej.
SAT-M	352.8	322.8	404.4	393.8	453.7	367.8	486.3	478.9	361.2	459.4	864***	16.2***	10.4***	ANS>Enr>PA> Rej.
Extracurricular Activities														
Community participation	3.65	3.91	3.69	3.88	3.46	3.45	3.45	3.59	3.72	3.48	23.0***	3.13*	0.93	Enr=Rej> PA =ANS
Participation in Athletics	2.38	2.51	2.55	2.15	2.45	2.54	2.34	2.31	2.38	2.42	1.22	4.84**	1.37	Rej=PA> ANS=Enr
Participation in HS clubs & organizations	2.50	2.56	2.81	2.76	2.51	2.42	2.59	2.56	2.58	2.53	4.44*	6.10***	3.52*	ANS=Enr> PA=Rej
HS awards or honors	1.78	1.73	2.06	1.96	1.90	1.70	2.17	2.09	1.83	1.97	8.35**	25.4***	0.53	ANS=Enr > PA> Rej.
Abilities														
Acting ability	3.27	3.38	3.42	3.45	3.42	3.49	3.36	3.30	3.33	3.39	3.97*	1.98	3.19*	
Artistic ability	3.81	3.72	3.74	3.80	3.51	3.48	3.38	3.38	3.79	3.45	68.3***	4.21**	0.54	PA=Rej=Enr=ANS
Athletic ability	3.30	3.07	3.22	3.46	3.24	3.27	3.29	3.35	3.29	3.27	0.57	3.48*	1.75	Enr=ANS=PA=Rej
Creative writing	3.31	3.26	3.17	3.17	3.15	3.31	3.00	2.99	3.27	3.10	17.7***	12.2***	1.18	Rej> PA > Enr=ANS
Getting along with others	1.94	1.84	1.93	2.02	2.14	2.17	2.14	2.11	1.93	2.13	36.0***	.08	1.05	
Leadership ability	2.78	2.67	2.65	2.75	2.75	2.83	2.65	2.71	2.75	2.73	2.31	.09	0.82	
Math ability	3.46	3.58	3.11	3.47	3.20	3.71	3.05	3.09	3.44	3.19	33.1***	27.8***	4.88**	Rej> PA > Enr > ANS
Mechanical ability	4.09	3.95	3.99	4.08	3.78	3.97	3.76	3.74	4.06	3.78	53.6***	1.64	2.67*	
Musical ability	3.42	3.27	3.30	3.36	3.17	3.23	3.06	2.93	3.39	3.11	36.4***	8.65***	1.79	Rej=PA> ANS=Enr
Organizing ability	3.00	2.93	2.73	2.96	2.81	2.92	2.68	2.74	2.95	2.78	19.1***	6.44***	1.31	Rej=PA=Enr > ANS
Sales ability	3.29	3.20	3.37	3.22	3.16	3.06	3.11	3.17	3.28	3.15	13.9***	1.23	0.74	
Scientific ability	3.73	3.69	3.50	3.68	3.39	3.62	3.21	3.32	3.69	3.36	75.4***	14.8***	1.98	Rej > PA > Enr > ANS
Spoken expression	3.09	3.05	3.04	3.09	2.97	3.05	2.90	2.90	3.08	2.95	11.0***	2.11	0.55	
Written expression	3.06	2.95	3.00	2.88	2.90	3.12	2.79	2.77	3.01	2.88	10.5***	9.20***	2.52	Rej> PA> ANS=Enr

[1] For background characteristics and extracurricular activities the higher the mean the greater the attribute; for abilities, the lower the mean, the greater the ability.

* $p < .05$
** $p < .01$
*** $p < .001$

PA=Prospective Applicant
Rej=Rejected
ANS=Accepted, No Show
Enr=Admitted & Enrolled

Table 3. Percentage Distributions and Chi Square Tests of Responses to Student Descriptive Questionnaire Items By Fall 1978 Freshmen Enrolled at Five Traditionally Black and Ten Traditionally White University of North Carolina Institutions.[1]

Background Characteristics	Blacks Attending Five Traditionally Black UNC Institutions (N=226)	Blacks Attending Ten Traditionally White UNC Institutions (N=343)	Chi Square Value
Male	20.8	17.8	NS
Attended private HS	3.1	2.1	NS
Pursued academic HS program	65.9	80.4	13.9***
In top fifth HS class	21.6	47.8	36.6***
SAT Verbal 400 or higher	12.8	38.2	42.1***
SAT Math 400 or higher	19.0	47.8	47.5***
Planning advanced degree	55.7	63.8	NS
Attending full-time	97.8	98.5	NS
Working part-time	41.2	43.7	NS
Applying for financial aid	91.1	95.3	NS
Prefer coed dorm	30.8	40.2	4.0*
Honors Courses Completed			
English	10.6	19.0	6.5*
Mathematics	5.3	12.0	6.4*
Biological Sciences	0.9	8.7	14.4***
Physical Sciences	1.3	5.5	5.4*
Social Studies	3.1	7.0	NS
Seek Advanced Placement			
English	31.4	29.7	NS
Mathematics	15.0	22.7	4.6*
Foreign Language	8.8	19.5	11.2***
Social Studies	11.1	14.6	NS
Art, Music	10.2	10.2	NS
Special Needs			
Educational Counseling	27.9	39.7	7.8**
Finding part-time work	48.2	53.1	NS
Vocational Counseling	24.8	27.7	NS
Study Habit Skills	26.5	34.1	NS
Math Skills	32.3	38.5	6.1*
Writing Skills	13.3	21.9	6.1*
Reading Skills	7.5	19.0	13.5***
Personal Counseling	6.6	6.1	NS

Table 3 (Continued)

High School Activities	Blacks Attending Five Traditionally Black UNC Institutions	Blacks Attending Ten Traditionally White UNC Institutions	Chi Square Value
Social Clubs, Community Organizations	45.6	51.9	NS
Art, Music, Dance	38.1	41.4	NS
Athletics-Interscholastic Intramural, etc.	48.7	57.4	3.9*
Religious Activities, Organizations	26.5	42.6	14.4***
Journalism, Debating, Dramatics	27.0	32.4	NS
Student Government	27.9	43.4	13.5***
Preprofessional Clubs	25.2	29.2	NS
Ethnic, racial activities, Organizations	18.1	22.7	NS
Anticipated College Activities			
Art, Music, Dance	35.4	40.2	NS
Social Clubs, Community Organizations	46.5	50.4	NS
Athletics-Intercollegiate Intramural, etc.	37.6	41.1	NS
Religious Activities, Organizations	22.6	34.1	8.2**
Journalism, debating, Dramatics	25.2	28.6	NS
Student Government	30.1	44.3	11.0***
Preprofessional Clubs	24.3	27.4	NS
Ethnic, racial activities, Organizations	20.8	28.0	NS

* $p < .05$
** $p < .01$
*** $p < .001$

[1] Although a predominantly white institution, the North Carolina School for the Arts was not included among traditionally white institutions because of its unique and special purpose programs.

Table 4. Analysis of Variance Tests of the Mean Responses to Student Descriptive Questionnaire Items by Fall 1978 Freshmen Enrolled at Five Traditionally Black and Ten Traditionally White University of North Carolina Institutions [1]

Item	Blacks Attending Five Traditionally Black UNC Institutions (N=226)	Blacks Attending Ten Traditionally White UNC Institutions (N=343)	F Value
Background Characteristics			
Hours Worked	2.29	2.59	2.89
Highest level of education	3.50	3.79	10.8***
SAT-V	319.68	371.89	64.9***
SAT-M	337.79	395.05	91.3***
Extracurricular Activities			
Community participation	3.76	3.86	0.74
Participation in athletics	2.31	2.34	0.10
Participation in HS clubs & organizations	2.37	2.80	29.6***
HS awards or honors	1.63	1.98	16.8***
Abilities			
Acting ability	3.38	3.38	0.00
Artistic ability	3.81	3.84	0.16
Athletic ability	3.44	3.24	4.39*
Creative writing	3.32	3.17	2.97
Getting along with others	2.06	1.86	6.11*
Leadership ability	2.93	2.63	10.6***
Math ability	3.61	3.30	13.4***
Mechanical ability	4.18	4.03	3.79
Musical ability	3.43	3.34	0.80
Organizing ability	3.08	2.86	6.50*
Sales ability	3.39	3.16	6.66**
Scientific ability	3.84	3.58	11.9***
Spoken expression	3.15	3.00	2.70
Written expression	3.05	2.93	1.61
Grade point average	2.93	3.25	55.8***

[1] For background characteristics and extracurricular activities the higher the mean the greater the attribute; for abilities, the lower the mean, the greater the ability.

* $p < .05$

** $p < .01$

*** $p < .001$